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Constructing a Theoretical Framework for the Ontogenetic Development of the Chinese Bicultural Self: A Preliminary Statement

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Keywords: four-part theory of Chinese self, individual-oriented self development, social-oriented self development

Cultural ecological research has demonstrated that different ecological environments tend to create different forms of subsistence economy, which in turn make various types of society and culture possible. Thus, agrarian economy facilitates the formation of agricultural society and collectivistic-oriented culture, whereas industrial economy eases the development of industrialized society and individualistic-oriented culture. In order to help the members in these two contrasting types of society and culture to acquire the motives, thoughts, aptitudes, values, temperaments, and behaviors necessary for effectively functioning in their respective subsistence economies, distinctive patterns of socialization practices have to be designed and promoted. The causal sequence as postulated in the above is as follows: Ecological environments $\rightarrow$ subsistence economies $\rightarrow$ societies and cultures $\rightarrow$ socialization practices $\rightarrow$ psychological and behavioral characteristics.

During the long process of societal modernization in Chinese societies (especially Taiwan and Hong Kong) in the last hundred years or so, both traditional agrarian and modern industrial economies have been coexisting for so long a time that a bicultural society has been gradually formed in each of them. In such a society, the collectivistic-oriented and individualistic-oriented cultural elements or aspects are mixed, or even integrated, in daily activities and practices. The traditional-modern bicultural society tends to actualize a bicultural kind of socialization practice, which in turn leads to a bicultural pattern of psychological and behavioral characteristics.

In a bicultural society like Taiwan or Hong Kong, people need a bicultural self to integrate their bicultural psychological and behavioral characteristics. Yang (2004) and Lu and Yang (2006) called such a kind of self the traditional-modern bicultural self. Yang proposed that the Chinese bicultural self consists of both the traditional, social-oriented self and the modern, individual-oriented one in accordance with his four-part theory of the Chinese self. The former is further divided into three subselves, respectively labeled as the relationship-, the familistic (group)-, and the other-oriented self.

In this paper, a Y-shaped model of the developmental stages for the Chinese bicultural self is proposed. First of all, we slightly modify Jane Loevinger’s (1976, 1983) six-stage model of ego development to form a five-stage one for the ontogenetic development of the individual-oriented self: (1) Preconformity Stage, (2) Conformity Stage, (3) Individualistically Conscientious Stage, (4) Autonomous Stage, and (5) Individualistically Integrated Stage. In contrast to this model, a five-stage one for the development of the social-oriented self is constructed to include the following corresponding stages: (1)
Preconformity Stage, (2) Conformity Stage, (3) Collectivistically Conscientious Stage, (4) Homonomous Stage, and (5) Collectivistically Integrated Stage. The earliest two stages are identical in the two five-stage models, whereas the later three in one model are diametrically different, in one way or another, from the corresponding ones in the other. It is thus possible to place the early two stages on the stem of the Y-form layout. Beyond the intersection point, the later three successive stages for the social-oriented self are placed on the left arm, and the corresponding three for the individual-oriented self on the right one. A Y-shaped developmental model for the Chinese bicultural self is thus conceptually proposed. The defining psychological (cognitive, motivational, affectional, and intentional) and behavioral characteristics of such a self are described for each stage on the stem and the two arms, so that the empirical test of this Y-form developmental model of the Chinese self could be made feasible.

Finally, some preliminary recommendations for empirically testing the Y-model of bicultural-self development are made. It is suggested that the whole age range for the participants to be used should be from 3 to 70 years old, and this range may be divided into three age groups: (1) kindergarten children and 1-4 grade pupils, (2) 5-6 grade pupils and junior and senior high school students, and (3) college students and ordinary adults. The validity of the Y-model will be tested by using participants from the three age groups in three consecutive years in Taiwan and Mainland China.
The Quality of Subjective Experience in Daily Lives of College Students: The Effect of Perceived Challenges and Skills

Wen-Chih Tseng

Keywords: college students, flow, perceived challenge, perceived skill, the quality of experience

This study conducted two major examinations. First, the present study examined whether varying ratios of perceived challenge and skill can explain the range of negative to positive variations in daily experience. Second, the article investigated the effects that perceived challenges and skills in activities have on the quality of everyday life experience. The design of the study involved an experience sampling methodology; 101 college students completed experience surveys at eight times during the day for a period of one week, resulting in a total 5,640 observations. The experience surveys measure daily variations in five dimensions of experience (concentration, control, interest, enjoyment, and involvement) in four contexts. Findings showed that the quality of experience in high-challenge/high-skill conditions was characterized by high concentration, control, interest, and involvement of the situation. Results from hierarchical linear modeling analyses showed that prediction of flow theory that the interaction of challenges and skills has a positive effect on the quality of experience. Yet some differences of parameter estimates were found between dimensions of experience and between social contexts of activity. The perceived challenges, skills, and their interaction explained 11%-39% of the with-individual variance in dimensions of experience. These findings suggest implications for improving the quality of Taiwanese college students’ life and call for a further improvement of the flow model.
This study examined the prediction of competence beliefs, academic interest, career goal setting, and academic resilience on academic efforts in terms of social cognitive theory and self-determination theory. Out-of-school time for academic activities was used as the indicator of academic efforts. The 2005 freshman samples from the Taiwan Higher Education Data System were used, and only those from departments of mathematics, science, engineering, medicine, and science education in technology universities were analyzed. The participants were 10,749 freshmen. Student’s t-test showed that the freshmen from national universities performed significantly greater academic efforts, competence beliefs, interest, and career goal setting than those from private universities. Cross-sample structural equation modeling showed that the prediction of academic interest, goal setting, and academic resiliency on academic efforts was significant among the samples from national universities as the same as among those from private universities. Competence beliefs predicted academic efforts indirectly through interest, goal, and resiliency. The prediction of competence beliefs on interest, college life plan, and academic resiliency was greater in the samples from private universities than in those from national universities. Freshmen who spent 4 hours or above in previewing, reviewing, and homework everyday were defined effortful, and those who did not spend any time were defined effortless. For private university freshmen, logit regression analysis showed that effortful ones performed greater academic interest, goal setting, and academic resiliency significantly than effortless ones, and that academic resiliency was the most explanatory. In conclusion, compared with private college freshmen, national college ones made more efforts because of their greater academic interest and goal setting. Compared with their effortless colleagues, effortful freshmen from private universities spent more time in learning because of greater academic resiliency. The integration of motivation theories was discussed. Implications for counseling practices and further research were suggested.
Cognitive Behavioral Treatment for Insomnia on Cancer Patients: A Systematic Review

Wei-Chun Lin

Keywords: cancer, cognitive-behavioral therapy, insomnia

Sleep disturbance in cancer is a significant problem that interferes quality of life, however, this issue has been neglected until recent two decades. Cognitive Behavioral Therapy for Insomnia (CBT-I) has been recognized as an efficacious intervention for people who suffer from primary or secondary insomnia. The purposes of this review article are to evaluate the efficacy of CBT-I for cancer patients, and to identify the barriers and the strategies of CBT-I implications on oncology departments.

The results showed that CBT-I was effective in cancer-related insomnia, without altering the main treatment components, especially the stimulus control and the sleep restriction. Additional muscle relaxation training helped to improve sleep onset latency, fatigue management positively affected patients’ fatigue and sleep quality, and the cognition reconstruction had benefits to the depressive mood. Those who had limited mobile ability, such as hospitalizing or bedridden, would be impeded to adhere all components of CBT-I. Therefore, some modifications to fit the restrictions of cancer patients would be necessary. The author proposed the strategies to surmount the barriers when applying CBT-I in cancer patients, such as to develop telephone consultation service to keep outpatients’ sleep hygiene and to adjust the content of each component according to individualized condition.
Testing the Applicability of a Multiplicative Hyperbolic Model of Inter-Temporal and Risky Choice in Human Volunteers

Chun-Han Liang, Meng-Yang Ho, Yong-Yi Yang, and Ching-Tsorng Tsai

Keywords: delay discounting, impulsivity, inter-temporal choice, probabilistic discounting, risk taking

Background: Impulsive choice can be defined as the selection of small immediate rewards rather than larger delayed rewards, or a predisposition to risk taking. A multiplicative hyperbolic model (Ho, Mobini, Chiang, Bradshaw, & Szabadi, 1999) proposes a quantitative methodology for analyzing inter-temporal choice has proved successful in describing impulsive and risky choice in rats. The present study aims to test the applicability of the model to data from human participants.

Methods: Forty healthy volunteers underwent two experimental tasks of choosing between two alternatives (A and B) for monetary rewards. Each task consisted of several conditions based on the same design. On one task, alternative A produced a probabilistic reward after a short delay (dA), and B a certain reward after longer delays, dB. dA was manipulated across 5 conditions. There were 50 trials (10 × 5 trial type) in each condition. Indifference delays, dB(50) (value of dB yielding 50% choice of B) were estimated for each participant in each condition. On the other task, a similar procedure was employed, except that reward sizes for A and B were different, but with the same probabilities. Linear functions of dB(50) versus dA were fitted; the slopes and intercepts provided indices of sensitivity to reinforcement size, delay and probability.

Results: dB(50) increased linearly with dA (r2 > .99) in the two tasks. There was a significant correlation (r = .60, p < .001) between the intercepts (sensitivity to delay) but not between the slopes (sensitivity to size and probability) in the two tasks (r = .18, p = .269).

Conclusion: These results show the indifference equations specified by the multiplicative model to account for effects of reward size, delay and probability on choice appear to be applicable to data from humans.
Analyzing Complete Approval Voting Data under Thurstonian Framework

Rung-Ching Tsai and Ringo Moon-Ho Ho

Keywords: approval voting, random utility model

The method of approval voting is a commonly used voting procedure. In an approval voting task, each judge is usually asked to select a subset of the alternatives. For example, it is a common practice that the recruiting committee, after interviewing a set of job applicants, may apply approval voting to determine the qualification of the candidates at the first run of the hiring process. In analyzing social choices such as elections, the “none” and “all” responses are often discarded since they do not affect on the overall decision or conclusion. However, in understanding and modeling the approval voting mechanism or heuristics, it becomes preferable to include these two responses in the analysis as well. In this paper, we extend the current random utility approach to allow for the modeling of “none” and “all” responses and therefore provide a more complete account of the approval voting mechanism in the underlying choice process as well as the individual difference in their judgment. Empirical examples are given to illustrate the usefulness of our approval voting model formulation.